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ABSTRACT

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for occupational work experience (OWE). The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed for OWE. The occupational, academic, and employability skills are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in an occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains eight units: teamwork; employability skills; academic enhancement; studying; safety awareness; personal development; personal health; and personal money management. (NLA)

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OCAP

OHIO'S COMPETENCY ANALYSIS PROFILE

OCCUPATIONAL WORK EXPERIENCE

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Employer Verification Panel

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John E. Dempsey, *Dempsey Industries*, Miamisburg, Ohio

Donna Gotschall, *Wendy's/Shimps-Bowers Inc.*, Cambridge, Ohio

Thomas M. Hale, *GTE Directories*, Columbus, Ohio

Patti McGuire, *City Laundry*, Findlay, Ohio

Shirley E. Omietanski, *Miami Township Board of Trustees*, Miamisburg, Ohio

Gary G. Schoolcraft, *McDonald's of Marietta*, Marietta, Ohio

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Division of Vocational and Career Education
Ohio Department of Education

Vocational Instructional Materials Laboratory
Center on Education and Training for Employment
THE OHIO STATE UNIVERSITY

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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic*, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in school year 1993-94). Advancing items (marked with one asterisk) identify the knowledge, skills, and attitudes needed to advance in a given occupation. Futuring items (marked with two asterisks) identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation three to four years from now.

School districts may add as many units, subunits, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their vocational courses of study and monitor competency gains via the new criterion-referenced competency testing program that will be directly tied to the competencies identified on the OCAP lists.

***Academic competencies have not been identified for all OCAPs. At a later date math, communication, and science competencies will be released.**

Ohio Competency Analysis Profile
Occupational Work Experience

Unit 1: Teamwork

Competency 1.0.1: Assess importance of teamwork

Competency Builders:

1.0.1.1 Analyze attributes of quality teamwork
1.0.1.2 Identify roles of team members
1.0.1.3 Analyze team organization
1.0.1.4 Evaluate benefits of teamwork

Competency 1.0.2: Demonstrate positive work attitudes and behavior

Competency Builders:

1.0.2.1 Identify characteristics that reflect appropriate work attitude
1.0.2.2 Assess benefits of displaying positive workplace behavior
1.0.2.3 Identify factors that influence work attitude

Competency 1.0.3: Establish positive work relationships

Competency Builders:

1.0.3.1 Exhibit appropriate work habits and attitudes
1.0.3.2 Follow rules and regulations
1.0.3.3 Identify components of successful working relationships
1.0.3.4 Identify benefits of appropriate work habits and attitudes
1.0.3.5 Identify appropriate social skills
1.0.3.6 Adapt to changing situations and technology
1.0.3.7 Perform quality work

Competency 1.0.4: Cooperate with others

Competency Builders:

1.0.4.1 Recognize benefits of cooperation
1.0.4.2 Identify situations requiring compromise
1.0.4.3 Identify unique contributions of diverse backgrounds
1.0.4.4 Exhibit open-mindedness toward different ideas and opinions
1.0.4.5 Recognize types of peer pressure
1.0.4.6 Deal with peer pressure
1.0.4.7 Utilize constructive criticism

* Advancing
** Futuring

Competency 1.0.5: Participate in the development of a team

Competency Builders:

1.0.5.1 Establish purpose of team(s)
1.0.5.2 Identify needs of teams
1.0.5.3 Assess individual strengths and weaknesses
1.0.5.4 Match individuals to appropriate teams

Competency 1.0.6: Communicate with others

Competency Builders:

1.0.6.1 Develop total listening skills
1.0.6.2 Practice total listening skills
1.0.6.3 Ask questions for clarification
1.0.6.4 Use supportive and constructive feedback

Competency 1.0.7: Manage team meetings*

Competency Builders:

1.0.7.1 Establish purpose and goals of meeting*
1.0.7.2 Develop an agenda*
1.0.7.3 Conduct/participate in team meeting*
1.0.7.4 Critique team meeting*
1.0.7.5 Provide meeting follow-up*
1.0.7.6 Identify strategies for improvement*

Competency 1.0.8: Deliver presentation

Competency Builders:

1.0.8.1 Identify components of successful presentations
1.0.8.2 Prepare presentation
1.0.8.3 Select and use appropriate media
1.0.8.4 Practice presentation
1.0.8.5 Critique presentation
1.0.8.6 Identify strategies for improvement

Competency 1.0.9: Develop problem-solving techniques

Competency Builders:

1.0.9.1 Define the problem
1.0.9.2 Assess current situation
1.0.9.3 Analyze alternatives and their consequences
1.0.9.4 Reach consensus on a solution
1.0.9.5 Anticipate possible consequences of solution
1.0.9.6 Try solution on a limited basis
1.0.9.7 Analyze result of solution
1.0.9.8 Implement solution or try another solution
1.0.9.9 Develop a plan for continual improvement *

* Advancing
** Futuring

Unit 2: Employability Skills

Competency 2.0.1: Evaluate occupational interests, aptitudes, and skills

Competency Builders:

2.0.1.1 Determine interests, aptitudes, and skills
2.0.1.2 Analyze interests, aptitudes, and skills

Competency 2.0.2: Investigate career options

Competency Builders:

2.0.2.1 Identify career options
2.0.2.2 Research occupations matching interests and aptitudes
2.0.2.3 Select career(s) that best match(es) interests and aptitudes
2.0.2.4 Identify advantages and disadvantages of career options, including nontraditional careers
2.0.2.5 Assess differences in wages, annual incomes, and job opportunities based on geographic location
2.0.2.6 Develop a career plan

Competency 2.0.3: Prepare for employment

Competency Builders:

2.0.3.1 Review employment laws (e.g., wage and minor labor laws)
2.0.3.2 Recognize purpose of work permit
2.0.3.3 Identify barriers to employment
2.0.3.4 Describe ways to overcome employment barriers
2.0.3.5 Research job opportunities
2.0.3.6 Utilize employment sources
2.0.3.7 Prepare for employment tests
2.0.3.8 Review employment and payroll forms
2.0.3.9 Memorize social security number

Competency 2.0.4: Design a résumé

Competency Builders:

2.0.4.1 Identify personal strengths
2.0.4.2 List skills, abilities, goal(s), objective(s), accomplishments, achievements, educational background, work experience(s), volunteer experience(s), and personal interests/hobbies
2.0.4.3 Use correct grammar, spelling, and concise wording
2.0.4.4 Use various formats to complete résumé
2.0.4.5 Secure references

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Competency 2.0.5: Complete job application process

Competency Builders:

2.0.5.1 Identify ways to obtain job application forms
2.0.5.2 Identify appropriate writing instruments needed
2.0.5.3 Read application carefully before completing
2.0.5.4 Fill out application completely
2.0.5.5 Describe methods for handling illegal questions on job application forms
2.0.5.6 Use correct grammar, spelling, and concise wording
2.0.5.7 Demonstrate appropriate telephone etiquette
2.0.5.8 Identify methods for requesting an interview when returning job application
2.0.5.9 Use follow-up techniques

Competency 2.0.6: Demonstrate interview skills

Competency Builders:

2.0.6.1 Research organization/company
2.0.6.2 Identify appropriate dress and personal hygiene
2.0.6.3 Demonstrate interviewing etiquette
2.0.6.4 Demonstrate good oral communication skills
2.0.6.5 Demonstrate appropriate question and answer techniques
2.0.6.6 Describe methods for handling illegal interview questions
2.0.6.7 Use follow-up techniques

Competency 2.0.7: Acquire employment

Competency Builders:

2.0.7.1 Identify present and future employment opportunities
2.0.7.2 Research organization/company
2.0.7.3 Submit résumé and/or application
2.0.7.4 Request interview
2.0.7.5 Evaluate job possibilities
2.0.7.6 Use follow-up techniques to enhance employment potential

Competency 2.0.8: Identify employer expectations

Competency Builders:

2.0.8.1 Attend work as scheduled
2.0.8.2 Be punctual
2.0.8.3 Wear proper attire
2.0.8.4 Practice proper personal hygiene
2.0.8.5 Practice appropriate job performance
2.0.8.6 Follow all company policies and procedures

Competency 2.0.9: Analyze career opportunities*

Competency Builders:

2.0.9.1 Determine opportunities within an occupation/organization*
2.0.9.2 Compare opportunities*
2.0.9.3 Evaluate job advancement*

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Competency 2.0.10: Use a variety of technological applications

Competency Builders:

2.0.10.1 Explore basic mathematical, scientific, computer, and technological principles
2.0.10.2 Analyze how present skills can be applied to learning new technologies
2.0.10.3 Create solutions to problems using technological means*

Competency 2.0.11: Adapt to change

Competency Builders:

2.0.11.1 Identify reasons why goals change
2.0.11.2 Describe importance of flexibility when reevaluating goals
2.0.11.3 Analyze effects of change
2.0.11.4 Evaluate need for continuing education/training (i.e., lifelong learning)

Unit 3: Academic Enhancement

Competency 3.0.1: Improve reading skills

Competency Builders:

3.0.1.1 Determine current knowledge and skills levels
3.0.1.2 Develop a learning plan based on individual needs
3.0.1.3 Apply knowledge and skills
3.0.1.4 Determine competency gains

Competency 3.0.2: Improve writing skills

Competency Builders:

3.0.2.1 Determine current knowledge and skills levels
3.0.2.2 Develop a learning plan based on individual needs
3.0.2.3 Apply knowledge and skills
3.0.2.4 Determine competency gains

Competency 3.0.3: Improve speaking skills

Competency Builders:

3.0.3.1 Determine current knowledge and skills levels
3.0.3.2 Develop a learning plan based on individual needs
3.0.3.3 Apply knowledge and skills
3.0.3.4 Determine competency gains

Competency 3.0.4: Improve listening skills

Competency Builders:

3.0.4.1 Determine current knowledge and skills levels
3.0.4.2 Develop a learning plan based on individual needs
3.0.4.3 Apply knowledge and skills
3.0.4.4 Determine competency gains

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Competency 3.0.5: Improve mathematical skills

Competency Builders:

3.0.5.1 Determine current knowledge and skills levels
3.0.5.2 Develop a learning plan based on individual needs
3.0.5.3 Apply knowledge and skills
3.0.5.4 Determine competency gains

Unit 4: Studying

Competency 4.0.1: Demonstrate appropriate study skills

Competency Builders:

4.0.1.1 Assemble necessary materials
4.0.1.2 Develop time-management skills
4.0.1.3 Identify proper studying environment(s)
4.0.1.4 Identify learning style(s)
4.0.1.5 Use resources
4.0.1.6 Ask questions for clarification/assistance
4.0.1.7 Develop test-taking strategies

Competency 4.0.2: Demonstrate note-taking skills from oral presentations

Competency Builders:

4.0.2.1 Assemble necessary materials
4.0.2.2 Use effective listening skills
4.0.2.3 Ask questions for clarification/assistance
4.0.2.4 Identify relevant information
4.0.2.5 Record relevant information
4.0.2.6 Organize notes

Competency 4.0.3: Demonstrate note-taking skills from written materials

Competency Builders:

4.0.3.1 Assemble necessary materials
4.0.3.2 Read material
4.0.3.3 Ask questions for clarification/assistance
4.0.3.4 Identify relevant information
4.0.3.5 Record relevant information
4.0.3.6 Review notes
4.0.3.7 Organize notes

Competency 4.0.4: Complete assignments

Competency Builders:

4.0.4.1 Identify proper studying environment(s)
4.0.4.2 Prioritize assignments
4.0.4.3 Follow directions
4.0.4.4 Ask questions for clarification/assistance
4.0.4.5 Assemble necessary materials
4.0.4.6 Apply time-management skills
4.0.4.7 Use resources to complete assignment(s)
4.0.4.8 Review completed assignment(s) for content accuracy and/or neatness

Competency 4.0.5: Demonstrate test-taking skills

Competency Builders:

4.0.5.1 Cope with test anxiety
4.0.5.2 Follow directions
4.0.5.3 Ask questions for clarification/assistance
4.0.5.4 Apply test-taking strategies
4.0.5.5 Review test
4.0.5.6 Identify strategies for improvement

Unit 5: Safety Awareness

(SPECIAL NOTE: Refer to Industrial Relations Commission, Division of Wage and Minor Labor Laws regarding age-appropriate use of power-driven equipment.)

Competency 5.0.1: Maintain safe work environment

Competency Builders:

5.0.1.1 Identify all federal and state laws regarding safety
5.0.1.2 Monitor condition of equipment
5.0.1.3 Recognize potential hazards
5.0.1.4 Report unsafe conditions (e.g., spills)
5.0.1.5 Practice safe handling of cutting edges
5.0.1.6 Use protective clothing/equipment
5.0.1.7 Identify fire-extinguishment methods
5.0.1.8 Report all injuries to supervisor(s)

Competency 5.0.2: Demonstrate proper lifting and carrying techniques

Competency Builders:

5.0.2.1 Load items safely
5.0.2.2 Sort items safely
5.0.2.3 Lift items safely

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Competency 5.0.3: Explain basic first-aid techniques

Competency Builders:

5.0.3.1 Follow established emergency procedures
5.0.3.2 Identify care for minor cuts and burns
5.0.3.3 Identify care for choking victim
5.0.3.4 Demonstrate cardiopulmonary resuscitation (CPR) according to American Heart Association or American Red Cross requirements*

Competency 5.0.4: Identify emergency exit procedures

Competency Builders:

5.0.4.1 Locate emergency exits
5.0.4.2 Check lighting at emergency exits
5.0.4.3 Explain emergency exit procedures
5.0.4.4 Rehearse and practice emergency exit procedures
5.0.4.5 Maintain unobstructed emergency exits

Competency 5.0.5: Identify methods of power-source control

Competency Builders:

5.0.5.1 Recognize electrical power panel
5.0.5.2 Identify procedures for turning off electricity, gas, and water
5.0.5.3 Explain how to operate sprinkler system(s) and manual ansul
5.0.5.4 Identify lockout/tag-out procedures

Competency 5.0.6: Handle hazardous materials safely

Competency Builders:

5.0.6.1 Follow instructions according to Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) guidelines
5.0.6.2 Identify location and use of material safety data sheets (MSDSs)
5.0.6.3 Identify proper methods of handling materials
5.0.6.4 Identify proper methods of storing materials
5.0.6.5 Identify proper methods of disposing of materials

Unit 6: Personal Development

Competency 6.0.1: Analyze personal values and goals

Competency Builders:

6.0.1.1 Determine importance of values and goals
6.0.1.2 Evaluate how values affect goals
6.0.1.3 Establish short-term goals
6.0.1.4 Establish long-term goals
6.0.1.5 Prioritize personal goals
6.0.1.6 Make decisions based on values and goals

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Competency 6.0.2: Develop self-esteem

Competency Builders:

6.0.2.1 Identify unique characteristics and abilities in self and others
6.0.2.2 Determine personal strengths and weaknesses
6.0.2.3 Identify external factors that affect self-esteem
6.0.2.4 Determine ways to build self-esteem

Competency 6.0.3: Develop interpersonal skills

Competency Builders:

6.0.3.1 Participate in an individualized activity
6.0.3.2 Participate in a team activity
6.0.3.3 Identify benefits of community involvement
6.0.3.4 Identify appropriate social behavior

Unit 7: Personal Health

Competency 7.0.1: Assess importance of health

Competency Builders:

7.0.1.1 Identify benefits of good nutrition
7.0.1.2 Identify benefits of proper rest
7.0.1.3 Identify benefits of exercise
7.0.1.4 Identify health care resources
7.0.1.5 Identify benefits of good grooming and personal hygiene
7.0.1.6 Identify benefits of regular health exams
7.0.1.7 Identify formal and informal support systems
7.0.1.8 Identify stress-management methods

Competency 7.0.2: Identify substance use, abuse, and its effects

Competency Builders:

7.0.2.1 Examine tobacco use and abuse
7.0.2.2 Examine alcohol use and abuse
7.0.2.3 Examine use and abuse of legal drugs
7.0.2.4 Examine use and abuse of illegal drugs
7.0.2.5 Assume responsibility for consequences of substance use and abuse
7.0.2.6 Identify available community-based resources for support/information

Competency 7.0.3: Examine consequences of sexual behavior

Competency Builders:

7.0.3.1 Identify factors influencing sexual decisions
7.0.3.2 Identify responsible sexual behavior
7.0.3.3 Assume responsibility for sexual behavior
7.0.3.4 Identify types of sexually transmitted diseases
7.0.3.5 Identify available community-based resources for support/information

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Unit 8: Personal Money Management

Competency 8.0.1: Prepare a personal budget

Competency Builders:

8.0.1.1 Calculate earnings
8.0.1.2 Identify basic payroll deductions
8.0.1.3 Identify expenses
8.0.1.4 Maintain accurate records
8.0.1.5 Evaluate current spending patterns
8.0.1.6 Balance income and expenses

Competency 8.0.2: Establish a savings account

Competency Builders:

8.0.2.1 Compare banking institutions
8.0.2.2 Complete savings account application
8.0.2.3 Identify procedure for deposits
8.0.2.4 Develop saving pattern
8.0.2.5 Verify account accuracy and status
8.0.2.6 Identify procedure for withdrawals

Competency 8.0.3: Establish a checking account

Competency Builders:

8.0.3.1 Compare banking institutions
8.0.3.2 Complete checking account application
8.0.3.3 Identify procedure for deposits
8.0.3.4 Identify procedure for withdrawals
8.0.3.5 Write checks
8.0.3.6 Complete check register accurately
8.0.3.7 Reconcile bank statement

Competency 8.0.4: Act as an informed and responsible consumer

Competency Builders:

8.0.4.1 Identify consumer rights and responsibilities
8.0.4.2 Identify wise consumer practices (e.g., regarding credit cards, interest charges)
8.0.4.3 Identify effects of advertising on consumers

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The Ohio State University
1900 Kenny Road
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